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ABSTRACT

The booklet offers activities, language lessons (oral and written), and suggestions from students and teachers participating in the language programs of four dialects of the Dene Language (Loucheux, Slavey, Dogrib, and Chipewyan) spoken in the Northwest Territories. Beginning consonant sounds are also offered for Inuktitut. Suggested activities include using the tape recorder to recite and listen back, color coding activity to learn substitutions and points of departure in sentence structure; drawing maps; or lip reading. Oral language lessons are composed of drills, storytelling, dialogue, and reciting. Written language lessons offered are transcribing, learning diacritical markings, and understanding sentence structure used in the language. Suggestions for teaching are the use of community people for resource people: learning about the pre-operational child and concrete operational child; activities used to observe student readiness; advantages to teaching students in their native tongue; and techniques for teaching the native language. Listed suggestions from students emphasize the importance of speaking their native tongue and preference for the program to last longer than 6 weeks. (ERB)

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AN EXPERIENCE WITH LANGUAGE

Fort Smith T.E.P.

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THE DENE LANGUAGE

The Dene people inhabit a wide area of western North America. These groups include the following tribes.

Slavey people spread themselves in the settlements of Colville Lake, Fort Good Hope, Fort Norman, Norman Wells, Fort Franklin, Wrigley, Fort Simpson, Jean Marie River, Trout Lake, Fort Liard, Nahanni Butte, Fort Providence, Hay River, Kakisa, Meander River, Alberta, Fort Nelson and Muskwa, B.C.

The Dogrib people inhabit Rae Edzo, Rae Lakes, Snare Lake, Lac La Marte, Yellowknife and Detah.

Chipewyan people could be found as far east as Churchill, and also inhabit the following places; Snowdrift Fort Resolution and surrounding area, Pine Point, Fort Smith Fitzgerald, Fort Chipewyan, Fort Mackay, Uranium City, Fond-du-lac, Stoney Rapids, Cold Lake, Laloche, Buffalo Narrows, Brochet, Tadoule.

The Loucheux people are located in North Western Canada. They include the settlements of Arctic Red River, Fort McPherson, Aklavik, Inuvik, Old Crow, Dawson, and surrounding areas.

The Beaver inhabit central Northern British Columbia and Hay Lakes, Alberta.

The Chilcotin occupy areas west of William's Lake, B.C.

The Couviers are found around Prince George and westward, nort of Fort St. James, B.C.

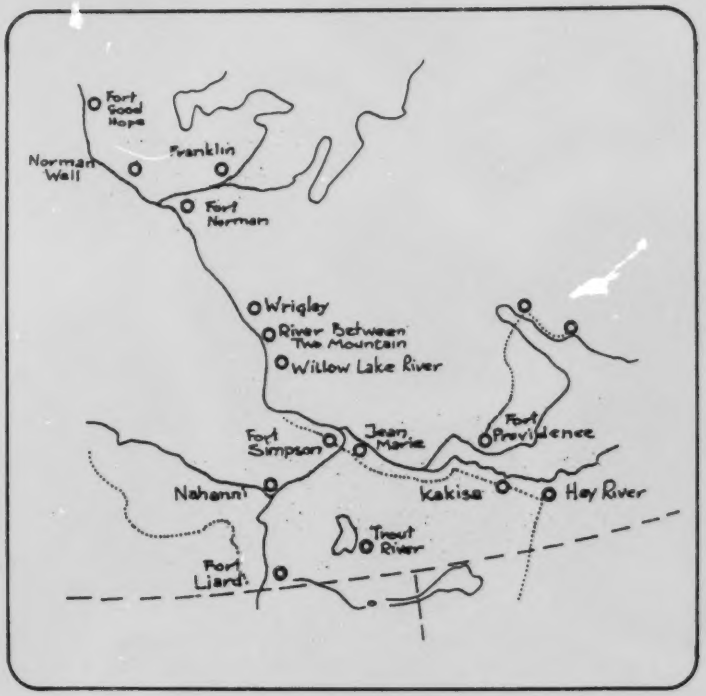
The most southerly Denes are the Apache and the Navaho,

DENE LANGUAGES IN THE N.W.T.

The sound system and structure of Loucheux, Dogrib, Slavey and Chipewyan are similar.

DIALECTS IN THE N.W.T.

Loucheux.....five
Slavey.....seven
Dogrib.....three
Chipewyan.....three



the slavey dialects

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historic languages

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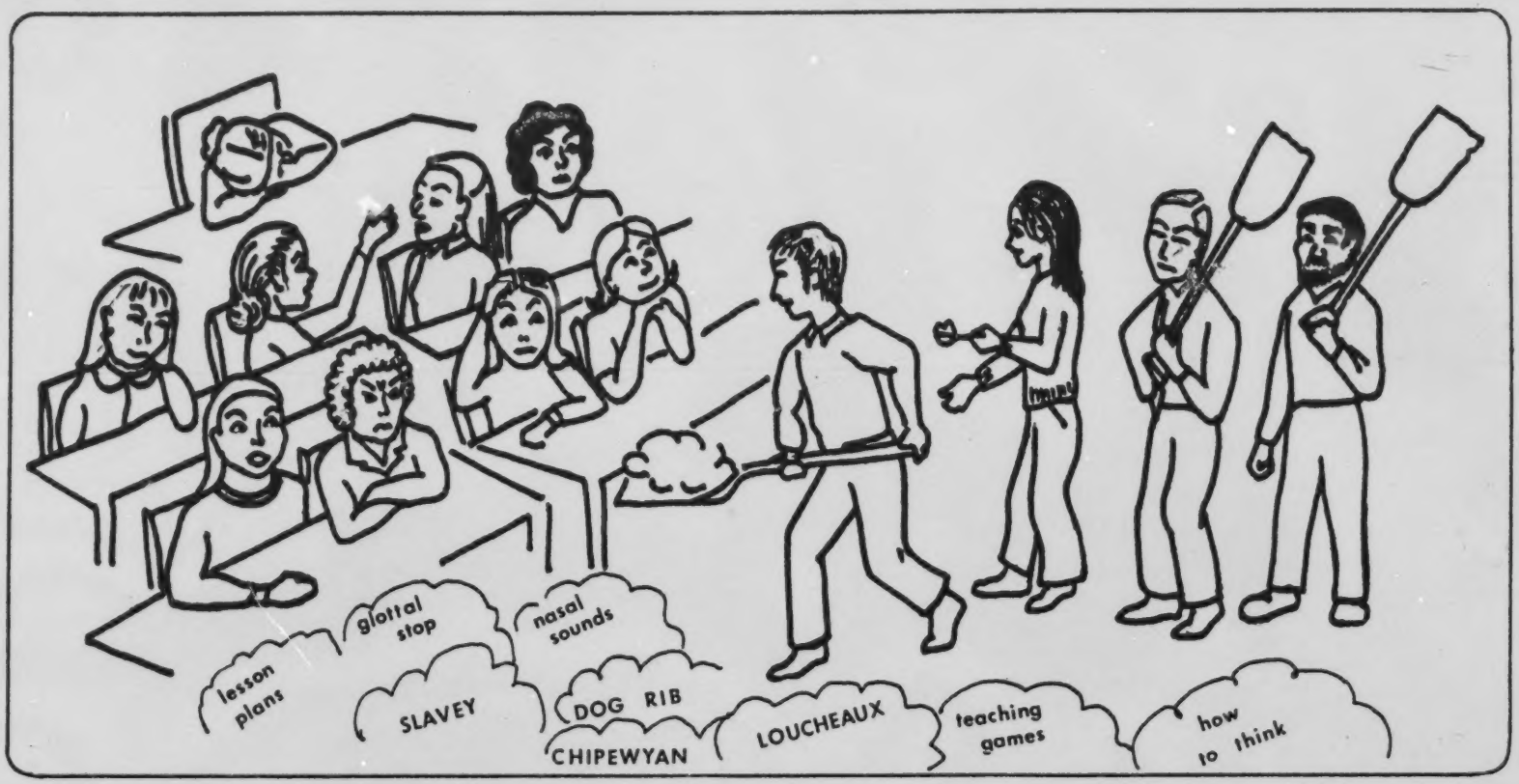
"The native language program was a starting point to revive our own native language. Most of us students have learned a tremendous amount of knowledge in a short period of time. Some of us who had doubts about learning to speak and write in our mother tongue now feel confident and capable of teaching their native language to the students. We have learned plenty from the native language program."

"If only it was longer than just six weeks."



WHAT WE DIDN'T LIKE WAS.....THAT THE COURSE WAS TOO SHORT.

EVERYTHING WAS SHOVED AT US DURING THE SIX WEEK WE WERE THERE.

My interest woke up when they mentioned a resource person....

The students have the privilege of choosing anyone who they wish to teach them their own language. This is a very productive idea and I know the end results will be one-hundred per cent great! The students will feel at ease and more confident with an instructor they know well. I realize this is on a trial basis but I know the students will benefit more if it becomes compulsory, continuous training.

A COMEBACK

The word MEMORIZATION has made a comeback.....at least in the Language classroom.

It seemed that the bath water was thrown out with the baby during the sixties.

Memorization is an important part of language learning. It is involved in the "ins" and "outs" of the four major skills of listening, speaking, reading and writing.

this report...

".....is to tell you what we have done all week. Every morning we did spelling of words and the reading of stories in Slavey. Everyone takes turns to read a paragraph or a sentence. Then we work with tape recorders and transcribe the story on tape. This gives practice in writing Slavey. Also in the afternoon we have time to work and prepare a lesson plan, each group takes turns to teach a lesson. Jane, Albert and Ted are here to help us when we have difficulty trying to say a word in Slavey. They are a great help to us. In this course everybody in our group is expected to speak only in Slavey."

"...this week we spent time in the mornings "self-learning"...."

9

Some Slavey verbs can have seventy-two or more different forms.

Example: the word "Detła".

10

The program had given me more knowledge to read and write in my native language. I think that this program should be longer or extended. I have learned a lot in this short six-week course. Even though it was short it was a lot of fun to work and learn from the people who came to help us.

Now that we have been taught to teach words in our mother tongue, what about numbers? The paradigms will work for English, Social Studies, History and Health subjects. What about teaching Science and Math? How can we convert symbols, figures and formulae into Inuktitut?

Susan

A.M. I thought was very interesting the talk about language analysis using paradigms. Explaining it and doing the exercise I really enjoyed.

X	Y	Z
x + 1	y + 1	Z + 1
X + 2	Y + 2	Z + 2
X + 3	Y + 3	Z + 3

	la	lebó	kǫ́ǫ́
se-	selá	selebó	sekǫ́ǫ́
ne-	nelá	nelebó	nekǫ́ǫ́
me-	melá	melebó	mekǫ́ǫ́

Here is an example of paradigms using 3 words to make 9.

I think it is quite useful.

It would be nice if this program can be taught until we are fluent in speaking our own language - each to our own pace. Maybe 3 months? Six months? Whatever!

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PERSONAL LANGUAGE HISTORY CHART

HOW MUCH DID YOU HEAR & SPEAK IN NATIVE LANGUAGE FRENCH or ENGLISH ??

	Heard by you	Spoken by you
1		
2		
3		
4		
5	F/E	E
6	Fr./Eng.	English
7	Fr./Eng.	English
8	Fr./Eng.	English
9	Fr./Eng.	English
10	French/English	English
11	French/English	English
12	French/English	English
13	French/English	English
14	French/English	English
15	French/English	English
16	French/English	English
17	English	English
18	English	English
19	English	English

	Heard by you	Spoken by you
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		

..years old

6 13 14

Yámbáadézha

A long time ago Yámbáadézha chased the huge beavers out of their house at Nahanni Butte. The huge beavers would come out of their house and tip any boats that went by his house.

Yámbáadézha came and broke the beavers' house and chased them down the Liard River and down the Mackenzie River. He caught the huge beavers at Fort Norman and killed them. He also skinned them and put their pelts on Bear Rock.

He then went up river a ways and put up camp. He had beaver meat and fat, and left some of the fat on the ground. Until this day you can still see the ground in flame. It represents that if it's in flame, it is good luck, and if it's not in flame, that is bad luck.

He saw a female caribou swimming across the river, and as he shot at it from where he was standing his arrows got stuck in the water. Those large sticks can still be seen sticking out of the water today.

The beavers took off up the Bear River. When he went after them, he tore up the land looking for them. They say that's why there are so many islands there.

Whiteman thinks this is a fairy tale, but if it were, you wouldn't see the evidence still there today.

Kaa

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learning from the experts

"John Ritter, Marilyn Lee and Mary Effie Snowshoe did a good job and taught us a lot"

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"Ted Trindell came from Fort Simpson to help us. He was helpful with the translation of the tape he made. Also in practice teaching, when we had difficulty in saying a word in Slavey, or if we didn't understand what it meant, he helped us.

There was not enough time with him and sometimes he went overboard into too much detail explaining some words. Maybe we didn't express enough to him that we knew the Slavey Language fairly well.

We think it is a very good idea to get a resource person like him."

"Albert Canadien helped us in the classroom where we were learning to write and read in Slavey. He made stories for us on tape in Fort Providence dialect. These stories we wrote in Slavey. Words from them we wrote on a piece of paper. Later we made a booklet. All the writings in this booklet is in Slavey. In this booklet we put stories, names of animals, colors and pictures of things. We also included the names of the months, weekdays, and the numbers from one to ten. . This booklet we will take with us. It may be useful for the kids in the school."

SLAVEY
RESOURCE PEOPLE

łéé dáídzené k'e ʔareyóné ʔayį́į́ dáts'į́lá sį́į́ ʔedį́tł'é k'e dehtłé gha. Dzene táanét'é godi ʔedį́tł'é k'e ʔets'edetł'é. Gots'ę bet'ágots'ede k'ola ʔedį́tł'é k'e ts'edetł'é goghá gots'enehtę gha k'ola ʔareyóné degha séegots'ehʔį́ bet'á gots'ę goghá gots'énehtę gots'ę dzene táanét'é dene wá k'e zǫ gots'ę degha bet'á nǫdee ts'ę́ nezǫ dene wá k'é goghá gots'enehtę gha Jane hé goghá gots'enehtę gha Jane hé. Albert hé Ted hé dene tah ʔaket'į́ denezí nákededi gha godi k'ets'ere yǫle nį́de denezí nádakeredi gha ʔejǫ dene tah kedíkw'i dzene táaneht'e dene wá ʔedį́tł'é k'ola k'é gots'ede.

Laura Tutcho

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It was interesting to learn that the position of the tongue can make the different sounds, also the way a person can pair letters of one being voiced and the other voiceless and really makes a different sound. e.g. v and f

V is voiced and it's one letter many native children have problems with but if the teacher could show a child where to place the teeth over the bottom lip and feel the throat saying the v. It would help a child that can't make the v sound, while the f the teeth are over the bottom lip with just a puff of air to make f sound.

learning about sounds of our language

voiceless vs. voiced

For beginning consonant sounds in: INUKTITUT, LOUCHEUX, SLAVEY, CHIPEWYAN & DOGRIB, see the addendum.

SOME DENE SOUNDS

Voiceless	Voiced
ɬ	l
s	z
th	dh
ts	dz
ch	j
x	gh
f	v
wh	w

The resource person was helpful in many ways, helping us with the stories from tapes and words we didn't know. The resource person should also stay longer than just one week.

FOR OUR LANGUAGE STUDY WE USED PARADIGMS TO HELP US
ORGANIZE THE STUDY OF OUR LANGUAGE
AND THE TEACHING OF OUR LANGUAGE

An example of a paradigm we make for Loucheux

	shidinji	shinigit	shicha	shijiji
thendi	shidinji thendi	shinigit thendi	shicha thendi	shijiji thendi
andzo	shidinji andzo	shinigit andzo	shicha andzo	shijiji andzo
ihaa	shidinji ihaa	shinigit ihaa	shicha ihaa	shijiji ihaa
endince	shidinji endince	shinigit endince	shicha endince	shijiji endince

We can also make a different paradigm by taking "shi" meaning "my" out to the side, and using another part like "yahun" meaning "that".

When we take "shi" from "shidinji" we have "dinji" meaning "man" left.

Another paradigm

	dinji	nigit	cha	jiji
shi	shidinji	shinigit	shicha	shijiji
yahun	yahundinji	yahunnigit	yanuncha	yahunjiji

In English this would be

	man	girl	boy	grandfather
my	my man	my girl	my boy	my grandfather
that	that man	that girl	that boy	that grandfather

"There are 49 consonants and 36 vowels in Loucheux."

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To teach a language, it must be fun for the children to be interested. So activities are fun and interesting.

Resource Person- Chipewyan Class

The resource person brought in from Snowdrift was very helpful with

a) teaching us to make complete sentences
b) helping us break verbs down into past, present and future tenses
c) putting sentences on tape that we thought we would be able to use to talk to other people
d) by speaking sentences in Chipewyan, than having us repeat it in Chipewyan, and then telling us what it meant in English.

We'd like to thank Aggie Stewart, Florence Catholique and Roan Elford. We appreciate all the work you put into the program. We sure learned a lot from you.

Making a Chipewyan tape for self-study lessons

i) Have Chipewyan speaking helper tape 10 phrases that are used to communicate daily, first in English followed by Chipewyan phrase.
ii) Have helper tape the phrase so it is followed by a blank space after each phrase.
iii) Have helper tape the phrase in Chipewyan but using different order....still followed by blank space.
iv) Using different order recite each phrase in English followed by a blank space.

First learn all the phrases from part i). For study part ii) fill in the space by repeating the Chip phrase. Listen to your helpers pronunciation and your own. Continue this until you are satisfied with your pronunciation. For part iii) fill in the blank space by recording the English translation. Repeat until you have an immediate understanding of the Chipewyan phrase. For part iv) fill in the blank space with the Chipewyan translation, and repeat this part until that comes quickly and easily.

That's how we made the tape.

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k'ak'o si dek'ǫ ile adza
A

edza chi akanaitso
B

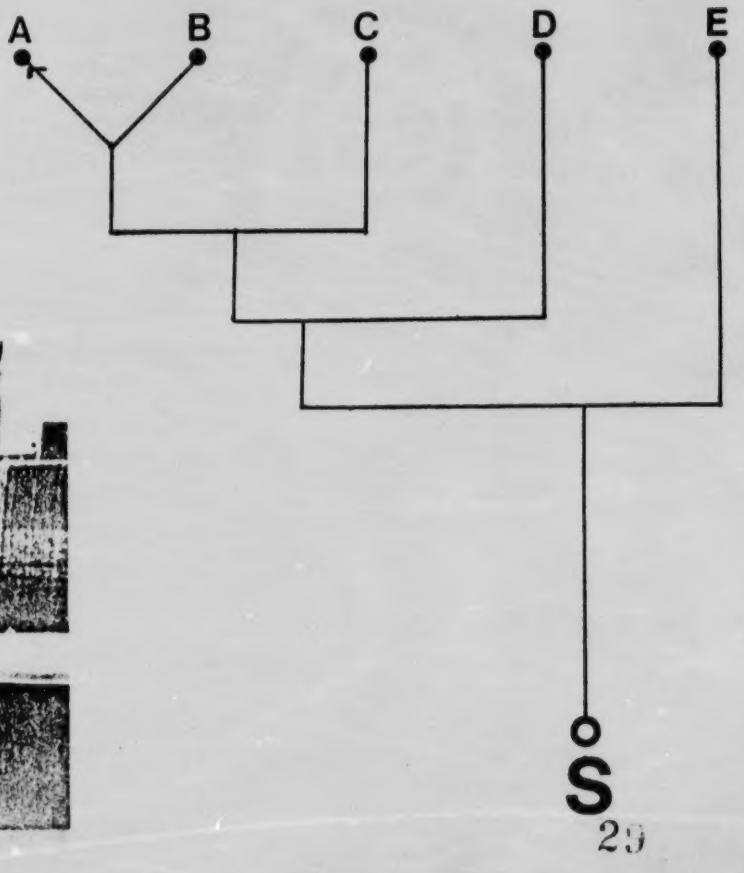
ekanahawo nide
C

hoti nǫtsį wonahwidi ha ahi zǫ ha
D

wek'edzǫ le.
E

DOGRIB
LANGUAGE STRUCTURE

A And there was a power failure
B And it got very cold
C If those things happened
D About all of us, whether we will remember God
E It is not known



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1. Simple Sentences

Someone does something (v.i.)
Someone does something to someone or something (v.t.)
Someone does something to himself
Something is described - something is equated
Something is possessed
The location of something is stated

II. Gain variety by:

Negation
Interrogation
Emphasis
Command

III. Non Simple Sentences

Linking (and, but, or)
One subject, two verbs
Two subjects, one verb
Dependent combinations
Time: after, while, before
Purpose: so, in order that
Cause and effect:
_____ because _____
Conditional:
if _____, then _____
Subjunctive:
if _____ had
would have _____

30

31

Ways in Which Sentences Could be Used in Language Lessons

Using Colors for Substitutions and Points of Departure

This (Point of Departure) is a _____ (Substitution)

The _____ (Point of Departure) is too _____ (Substitution)

Color Coding Activity - Using colored strips of paper to represent points of departure and substitutions, the student must remember what words the colored strips represent. This gives the children a visual idea about how the sentence is put together.

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learning from children

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The part of the day I found most interesting was when Jim talked about Jean Piaget's four stages of cognitive development.

1. Sensory Motor
2. Pre-operational
3. Concrete Operational
4. Formal Operations

Jim based most of his talk on pre-operational children and concrete operational children.

A pre-operational child will have the following problems.

a) Cannot think beyond two (2) dimensions at the same time.
b) Likes to look at things in wholeness.
c) Usually deals with simple sentences.

A concrete operational child is a child who can handle more than one problem at a time and deals a lot with complex sentences.

The most important part from this is the amount of verbal interaction with the child will help to determine how rapidly he or she would go through the four stages of cognitive development.

Obstacle Course

Have two teams. Make an obstacle course and show the child what he must do. This is for mostly listening skills. If he wasn't listening, and he gets one wrong, he must start over.

35

Shoelace

Students are gathered on the floor. Each student has a shoelace. The teacher calls out shapes. The students make the shape with the shoelace.

36

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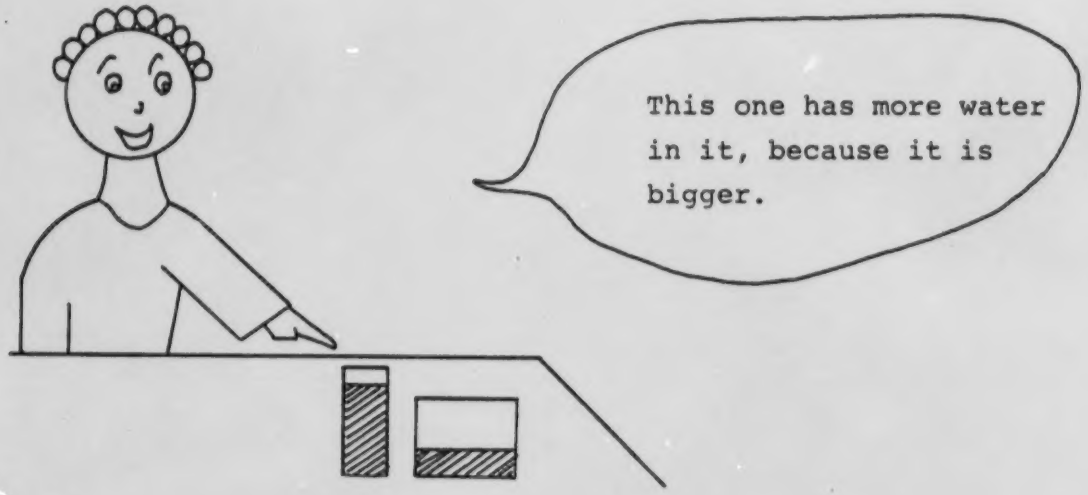
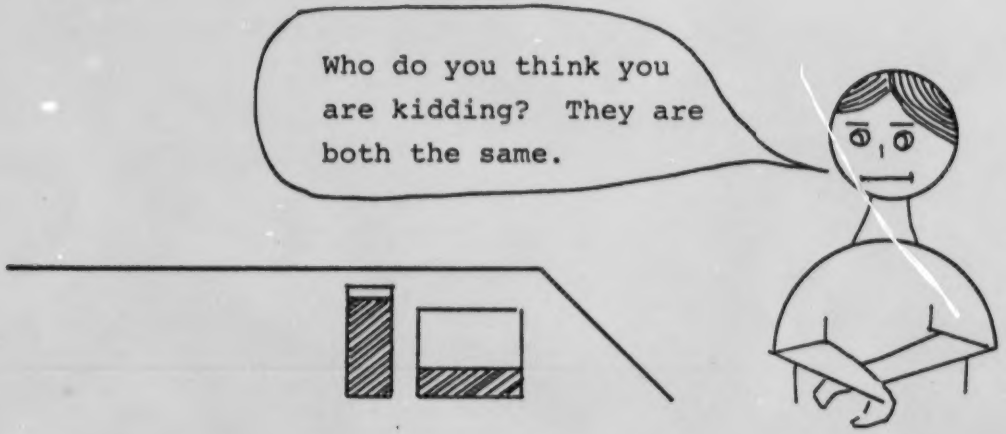
A Pre-operational Child sees only the external appearances of things.



A Concrete Operational Child is capable of reasoning out what is taking place.



"What I learned today about teaching children is that each child has different learning patterns. It was interesting using the tapping test to find out if the child is a fast or slow learner. Some children learn faster than others."

THIS MORNING WAS MY FIRST TIME IN A LONG TIME TEACHING A STUDENT. I WISH THE TIME WAS LONGER. It was interesting having a child draw a picture to find out what catagory the child is in.

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Flashlight

Place pictures and shapes around the room. The students are in the middle of the floor. The teacher shines the light on a shape or animal and the students call it out.

OBSERVATION ON STUDENT READINESS INLUDES THESE ACTIVITIES

1. Draw a Man- this activity helps to measure the mental development of a child, revealing motor skill, artistic ability, and expression.

2. Taps - a non-verbal auditory sequential memory activity which tests the child's ability to hear and repeat back sequence.

3. Ready-to-Read - was an activity to test the child's ability to recognize the same things/pictures, and to find out if the child can see the thing that is different from a number of similar things.

4. Visual Discrimination and Sequential activity tests to test the child's ability to see the difference between one order and other orders and put these different orders in the correct order.

5. Visual/Motor- activity involving the child's ability to see the object/picture and copy the picture on paper. Visual recognition and fine motor abilities are tested.

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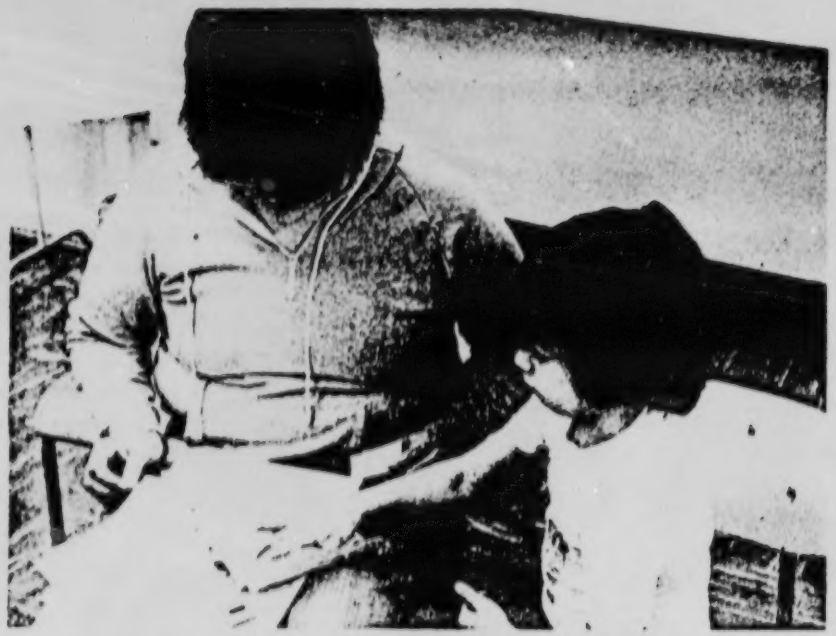

THREE STEPS TO REMEMBER
when using Dialogue in the Class

1. The whole class carries on the dialogue with the teacher --choral-

2. Groups of students are divided to carry on a dialogue with one another.

3. The teacher picks one student and carries on the dialogue.

The purpose of using these steps is to give the student a feel for the language, to encourage the memorization of words and to practice the sentence required for the lesson.

ORAL LANGUAGE

Tai dzęę gots'ę zǫ ats'at'į̀h.

Tai dzęę ezhi aht'į̀h sį́ asį́į́ ghάahnda?

Golǫ okį́ gots'ęh sah tai láondíh ghάída kóó hį̀h géhk'éh le.

Daondį́ǫ golǫ gots'ęh sah éthahk'éh le?

Dla gútł'íi łe agúht'e t'áh dúwé nezų gogháída ts'u tah k'á tah naejigedéhthe.

Sį́ ekǫ́ mį̀h daahtł'u?

Káá mį̀h daitł'u. ʔehddhah étah thítsį́.

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Development of Sentences and Dialogue for the Native Language as Second Language

- To develop sentences in a native language, you have to pick a concept to teach (eg. body parts). You then expose the native words to the child i.e. head, feet, and hands.

Next, to make a sentence, use a Point of Departure.

i.e. This is a _____ .

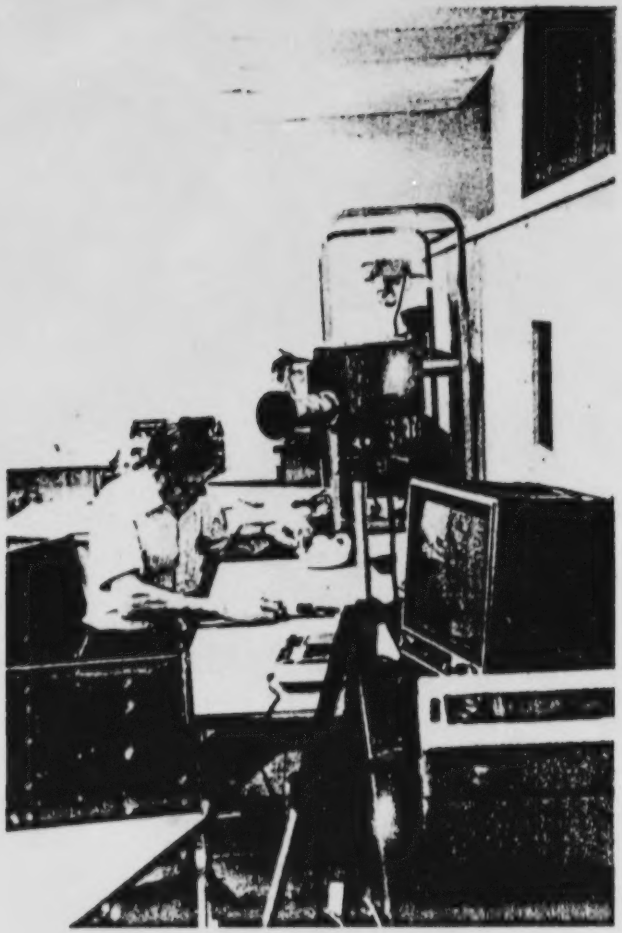
You then combine the Point of Departure and the word to complete your sentence.

i.e. This is a ___hand___ .

Next, make a dialogue where you have children ask each other questions in their native tongue. (about 20 questions)

concept: BODY PARTS

A Words	B Sentence	C Dialogue
head, hands	This is a _____ Point of Departure	1. What is this? A. This is a hand. 2. Whose hand is this? A. This is my hand.



An interesting thing about today's activities was the game we planed in Slavey. Phil started with

nigoáhthi - stand up
dáantthı- sit down
setsę́ godahthi - come to me

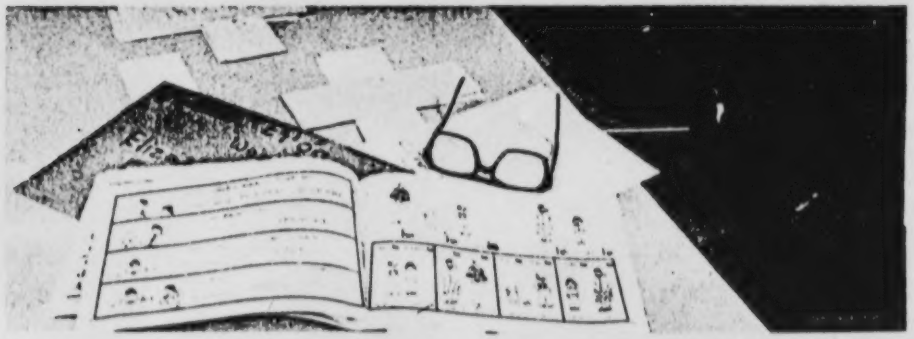
He had us sit down, then stand up, the sit down again. He would also have us all get up and go towards him, turn around and sit down using Slavey.

Phil then taught us how to say a few more words

metthí - head	me - his/hers
melá - feet	ne - yours
meké - hand	se- mine

Doing this activity we learned the concepts of exposure, speaking, and motor response.

ALL THIS WAS DONE IN SLAVEY



teaching the language in the language !

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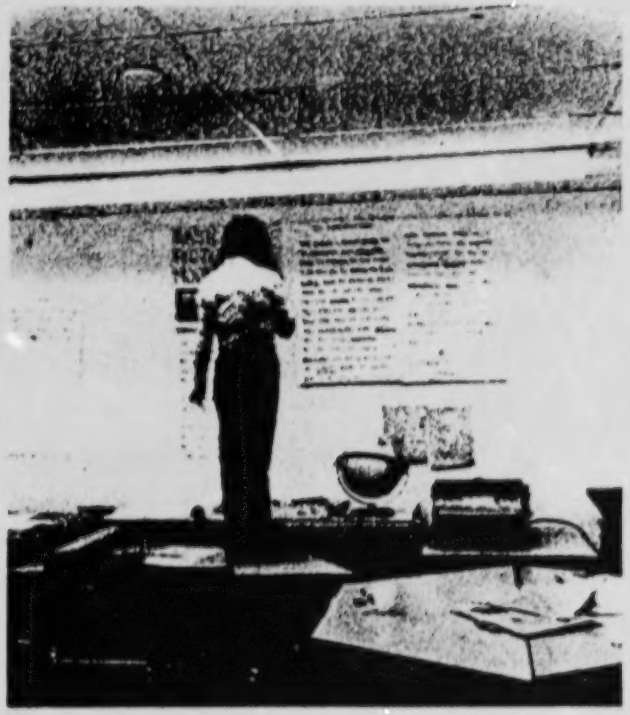
HYMN

(Ch'ilik or elik)

1. Tsii'in nankak goonlii
   Niizhit, niizhit.
   Zhat sruudidinuunat
   Nangijilzhii
   Li'hah zhanch'igahndit
   Akoo dhandaii ungidlii
   Christ vi'egwahndit ts'at
   Shik ungidlii.

2. Aii shoh goonlii nankak
   Jesus gwich'in
   Zhat Christ ts'an niliinat
   Gogwiteech'yaa
   Li'hah shoh giteelyaa
   Vit'egwijahch'uu jiinchii
   Gwik'e'tr'itanahtyaa
   Shik, shik geenjit.

new materials can also be adaptation!



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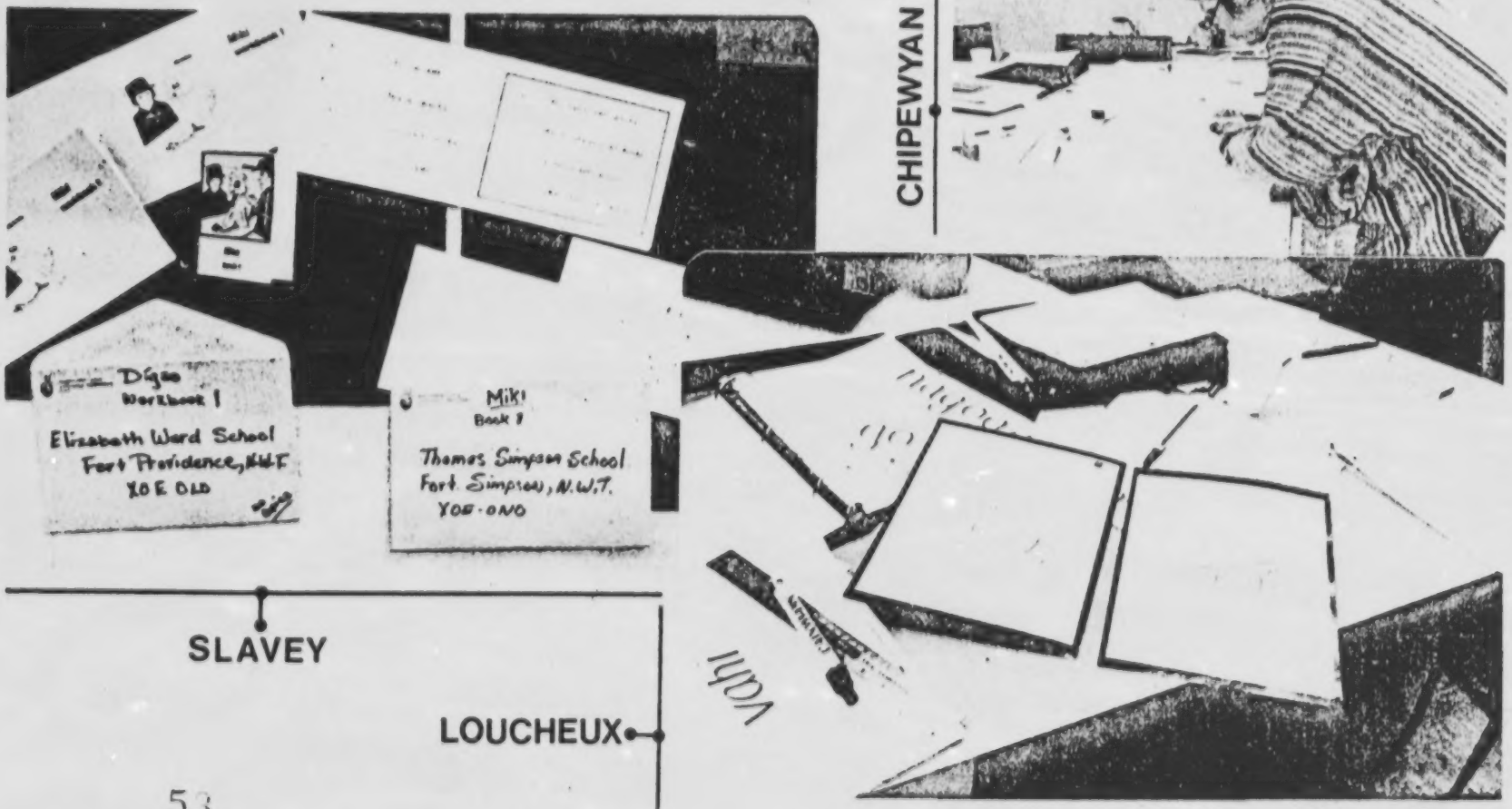
Yambáádézha

Yahnít'ǫ́ i nahɂądeé Yambáádézha tsá cho enézhú ts'edi ełéh ghǫh káá kats'edi séhots'ende įlé, kóó menahndíh chole. Kóó segha kaneleh ts'edi t'áh kí azhíi menahndíh gha t'áh nahéhguhnde. Ezhi tachee nahɂądeé ghǫh tachee esą́ą́ tsácho nádéh ełéh ts'edi, ezhi mekį́ esą́ą́ tthenáágó ǫt'e t'áh. Ekúhzhe dene dehcho gáh nats'edet'óh nidé tsácho góhnadít'ah t'áh ɂelá góhdzáá at'įh t'áh łaágohdeh ełéh ts'edi. T'áh esą́ą́ ɂehts'éndaa kagot'į. Yambáádézha ts'edi atth'į meahthe esą́ą́ i kagot'į ndéh ségohɂį t'ǫ́h agú́t'e chu. Dáondíh t'áh esą́ą́ i tthenáágó ghǫh tsácho nádéh ts'edi ezhi esą́ą́, yekį́ dla káįhdla t'áh, yeenézhú ehłéh ts'edi. Ezhi tthenách'óah ts'edi gogáh shíah theɂǫ ezhi dla medǫ á ǫt'e ts'edi. It'áh yeenézhú t'áh yudáa ejǫ tthembatah tsá ɂéh ts'edi ezhi chu meɂeé á ǫt'ę ts'edi. It'áh yeenézhú kayį́lá t'áh esą́ą́, yahdáá Tułíit'a kǫ́ę́ ts'ę́ ekǫ́, ndaa łaáníhdé t'áh yéhxáodéhk'ǫ ełéh ts'edi metłeé ndéh ts'ę́ ajá ezhi esą́ą́ k'áhla dézhú ts'edi. Ǫhk'éah ekúhzhe nats'edet'óh edé dék'óni ts'edi ezhi kǫ́ nadítłe gots'áodendi gogha náeɂí gogha gonezų gha edé, kǫ́ égodat'į íle edé łee égodat'į ts'edi kóó kaondí ile edé dla ts'óǫt'e á ǫt'e, ts'edi ełeh á ɂedéhtth'e. K'ála esą́ą́ kaondíh sóondi. Méhndéh góoɂá gha adlá ǫt'e, k'ála esą́ą́ kaondíh sóóndi. Igots'ęh á i tthetehnįɂa k'eh esą́ą́ yedhéh yáímbe ełéh ts'edi. Yedhéh yáímbe gots'ęh esą́ą́ i k'ála at'i, dáondíh esą́ą́ medzih meɂa needéhɂe t'ah esą́ą́ ezhi gots'ęh ét'i esą́ą́ yáyéníhthí t'áh, dek'įé teathehthí ełéh ts'edi. Ezhi esą́ą́ k'ála dechįcho túéh káatheɂa ezhi dla méh gondi góolé ndi gha ayį́lá ts'edi t'ah esą́ą́ káá nadet'óh edé kóó dechį gúlíi níachįt'óh dla dúhdzene gots'ę́ k'ála kaondíh ełéh ts'edi. Ezhi gots'ęh esą́ą́ Sahtúdeé tsá godéhthe chu, dágújá t'áh ekǫ́ godéhthe t'áh zhek'éh ajá t'áh esą́ą́ Sahtú ghǫh atth'i esą́ą́ ndu kádį́įla ts'edi. Ezhi dla tsácho, tsá yech'á níonįhthe t'áh zhek'éh k'endéodehdló t'áh ndu ł'ǫ kádį́įla ts'ediyáedéhtth'e.Méh gondi góolégha esą́ą́ agú́t'e. Yambáádézha ts'edi chu dúh goghǫh móla kóó éots'endeh edé dla kí gondi ts'ehts'į á ǫt'e ts'edi, kóó gondi ts'ehts'į ót'e edé chu dáhsǫ́ǫ́ chu mek'éh k'ála kéágodat'į. Káá ehtth'i ats'edi ehsą́ą́ ǫt'e. I tthenáágó ɂekį́ įlé ts'edi chu k'ála kǫt'e. Yudáa dék'óni ts'edi ezhi a tsá yádít'e ełéh metłeé t'áh k'ála godék'ǫ́ ts'edi chu. K'ála dúh gots'ę́ móodat'į, medhéh chu tthe ékéh yáímbe ts'edi ezhi chu k'ála móodat'į.

I was given an interesting record today. The singers on this record are Inuit teachers who live in the Northern Quebec settlements and sang in Inuktitut. Some of the songs that were translated into Inuktitut were, "Are You Sleeping, Brother John?" and, "Oh, Susanna!" It would be nice to get records that contain Inuktitut records containing Inuktitut lessons. It was surprising to learn how similar that some of the Inuktitut words were from the Northern Quebec Inuit and the Western Arctic Inuit.



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Lip Reading

This is good for visual. The teacher says something without her voice and the students try to say what she has said.

Lid Game

Take three lids and mark one with a picture of an animal pasted inside. Mix the lids up and then ask a child to find the picture.

DUH EDÁÍDZĘĘ

Duh edáídzęę nahekǫ́ǫ́ gots'ęh dene łié ejǫ nįtłah. Edetł'éh kǫ́ǫ́ dene k'ǫ́ǫ́ gots'endeh gots'ęh ʔets'edetł'éh ghánahéts'enehtę, nahets'ándi. Zhahti kǫ́ǫ́ got'įį k'ǫ́ǫ́ mek'e gots'endeh zhíh nahegha gondi thehtsį. Ezhi meghádé dene k'ǫ́ǫ́ ʔets'edetł'éh. Ezhi t'sęh t'áh kázhaeti ʔedįhtł'é súaecho k'eh ʔets'edetłéh. Ezhi gok'ǫ́ǫ́ ʔedįhtl'eh thítsį. Mezhíh ahdezhó dene k'ǫ́ǫ́ ʔets'edįtł'eh. Ets'edetł'éh gots'ęh golǫa kaondíhchu meedįhtł'éh dáhót'į gots'ęh t'asįį meedįhtl'éichú kaondíh mezhíhíddhah. Ezhi k'ǫ́ǫ́ sa adáozhe gots'ęh łéé edáídzęę mezhíhłié dzęę adáts'edih gots'ęh ʔets'edehtáh kaondíh étah mezhíhíddhah. Edih edįhtł'éh nadíddhah gha, ts'údaa edįhtł'éh kǫ́ǫ́ agetį nįdé dahǫ gogha met'acodéʔá gha sondi.

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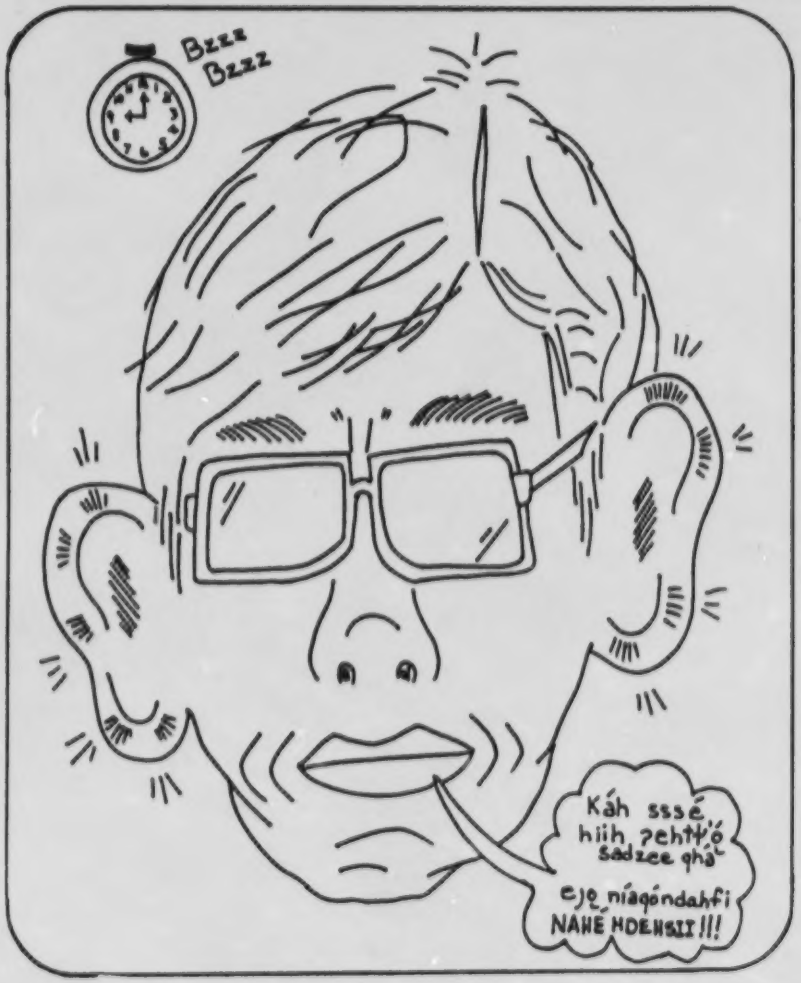

" What we didn't like.....

Not enough time for reading and writing practice in Slavey language"

" What we liked.....

All the acivities for developing second language techniques were of great help

Learning about children's first language

Learning from each other.

Materials/ Programs/ Lessons/ Technique

Learning about native language

Native resource people..... "

Silhouette Techniques

Place a sheet over two chairs. Have three children with different shapes or animals behind. Turn the lights out and using the flashlight against the sheet the other children will call out a shape or animal. The child who has that particular item holds it up behind the sheet.

Learning about the government system was interesting especially which language should be taught in the classroom. If every subject in the classroom would be taught in the native language then English must be taught as a second language. The other system which seems to be used in most schools in the various settlements is that the native language is taught as a second language and the other subjects are taught in English. This is because most of the native children are forgetting their native tongue. If either of these systems are to be used, than this should be brought to the school board and they decide whether, and which way or not.

the law and education

To have someone teach in another language was good. Children in grades one and two can learn from what we did today. Take a piece of paper and draw a picture and write the words down in the native language and get the children to say the word after you. Then after awhile if you think the children know the words you can show them the picture and get them to say the word. Repeat this until you think they all know the word and what it means.

From this we developed 6 "Commandments" which we tried to follow.

1 NO English
2 check for pronunciation
3 speak loudly
4 spoken language 1st
5 strong skills help weak
6 experience before language

<u>Ear Pull</u>

Make a head from a box. Attach an ear on one side. On a piece of paper, have some drawings of animals. Put this paper on the side for an ear and pull it out slowly. As you pull the paper out, the drawings with animals will appear and the children will name the animal in their native tongue.

Hanky Drop

Have students in a circle (standing up) and give two students the same name (animal name or number). The teacher then names different animal names until she says an amimal which two students have. A piece of tissue is dropped in the middle and whoever gets it before it drops to the floor wins.

Here's a chart for a week's planning of a language unit for children

UNIT DEVELOPMENT PLAN

Concept

Words
Sentences
Dialogue

Monday	Tuesday	Wednesday	Thursday	Friday
10 min. introduce concept expose language words	5 min. review	10 min. expose sentences explain sentences	5 min. review	5 min. introduce dialogue
10 min. have children listen to words	15 min. have children -listen -speak words	10 min. have children listen to sentences	15 min. have children -listen -speak sentences	15 min. practice dialogue -choral -group -individual

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learning from each other

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łue athídlá

ekǫ́ ʔelá nahets'ęh sı́ gok'edaht'óh

káá gok'eadít'óh Kaondíh t'oo

ekúhdzęę ekǫ́ náthíʔe káa chi

dahthehk'eh.

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TEACHING ENTERPRISES

TECHNIQUES

ENTERPRISE - CAMPING

This activity is called Enterprise-Camping because it is an enterprise system of teaching in which things are used to teach a concept--in this case a fishing camp is illustrated by using different materials.

It is a learning activity; it exposes the students to their cultures and makes them become aware of the usage of their language and improves their vocabulary.

Before starting on their project the teacher asked his students what comprises a campsite; what are all the details that would make up a fishing camp. He listed twenty to forty items that the students called out to him to write on the board. Then the students paired with each other to make these items.

The teacher suggested that an elder or someone experienced help in making the project to point to the children the type of materials to use, the reason behind the different types of material, and the methods used by his culture. This interaction between the elder and the children would lead to other related ideas, bring out the authentic way of doing things and get the children really interested and involved.

The teacher mentioned that in this type of teaching, the teacher no longer teaches as much. The elder does most of the teaching as well as the pupils who teach each other by pointing out the different ways they would do things.

The enterprise system of teaching could be used in other subjects such as science, social studies, anthropology, psycology, etc.

AN EXPERIENCE USING MATCHBOXES

Each student was given a small empty matchbox. We took it home and filled it with different objects and tried to get as many objects in the box as we could. The next day we used this experience to develop lessons in a manner that related to that experience.

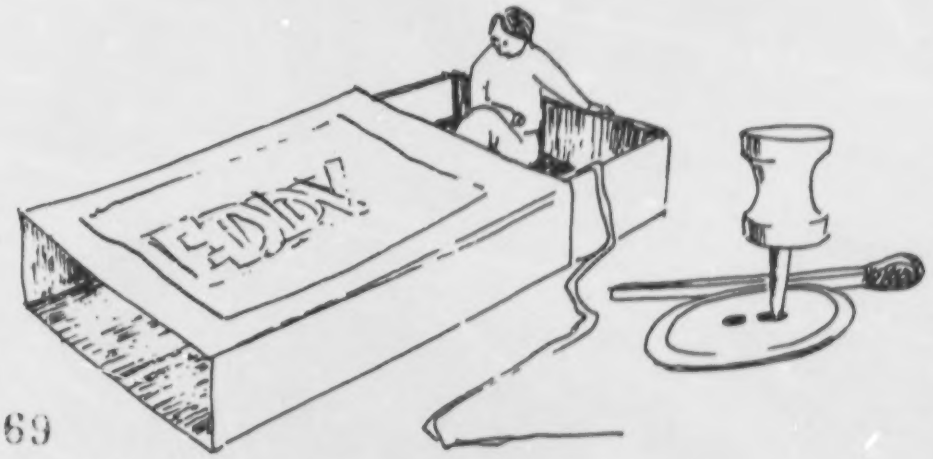
Language vocabulary was developed. Although not all items could be labelled in the native language they could be described.

Students can be encouraged to find out from parents, relatives or friends what the vocabulary in the native language or the descriptions are.

Language structure/sentence drills were developed.

Objects were counted and the numbers compared.

A chart was made with objects glued on.



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QUESTIONS FOR DRILLS etc.

What is in your matchbox?

(variety of things was said)

How many things do(es) you/he/she have in the matchbox?

Do you have thread/needle/ etc. in your matchbox.

yes, no....

What is this?

Is this big or small?

Is this bigger or smaller?

What color is this?

What can we do with this?

Can this fit into the box?

What can we make with this?

What is the smallest thing in your box?

largest

longest

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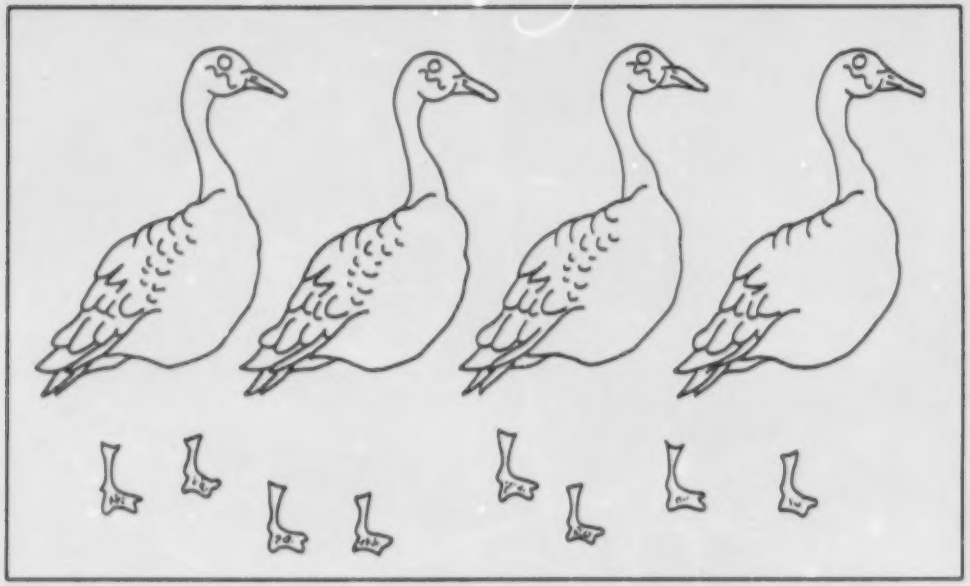

Materials Needed: Flannel Board
Flannel (different colors)
Markers (different colors)
Scissors

To Teach: First talk about the four words and show them pictures and use the words - tłı̨ro,ʔetʼǫ́, nechá kʼélu- in sentences. Then have one student come up and have them put the words, which are broken up into syllables and each put on a leg of the goose, and put them under each goose with the right legs under each bird.

To Make: Cut out the goose on white flannel and cut out the beak and legs on orange flannel then cut out and trace with a black marker. Then put the syllables on each leg or foot. For example: look at picture, then mix them up and the students will put under the right bird.

You can also use different animals like a dog or cat to make words that have four syllables in them or you can use other things.

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THAT'S WHAT WE THINK !

* "The course should be longer."

* "We should travel to the community where the Chipewyan language is spoke fluently. Then we could make arrangements to see the elders of that community, and we would be able to make books (stories) for the younger children in the schools."

* "...observe a Chipewyan class to see how the teacher is teaching the language and thus be able to make our own lesson plans."

* "The Native Language Workshop was informative on the background of the various tribes and dialects of northwestern Canada. It provided us with a better understanding of each culture and language."

* "The course was enjoyable because of the teacher-student co-operation and participation in the activities involved. We students were given a chance to see and experience what a child goes through to learn new ideas or concepts, especially in a second language instruction situation. It was educational and worthwhile."

* "Civics was just touched on giving the students a insight into how the teachers can deal with the government by means of By-laws, Ordinances and Acts."

* "Writing a brief report of what made an impact on the students was a good idea; writing a report on everything would have been boring and redundant."

* "Learning how the native language is taught in schools should be done by being exposed to children instead of just learning theory. Let the students see for themselves in the real setting of their community schools."

* "Have more Loucheux workshops and invite T.E.P. Students"

* "Second year students should have this type of workshop too. Next year when I'm a second year student I don't want to miss out as I enjoyed and learned a lot of Loucheux."

* "We need to have this in a Loucheux community so we can get out and talk to people"

* "I'd like it in a Loucheux community where there are some Loucheux children for whom we can make our lesson plans and teach Loucheux."

* "We need more time for the native languages"

* "Bring in people with lots of good teaching ideas."

* "People- that all they do is lecture...Boring"

* "This course should be integrated into the TEP structure so that i considered to be an integral part of the program."

* "I noticed a large change in the attitude of some of the students towards the native language."

* ".....the linguistic content e.g. literacy.....should be an expec priority for the students before they begin the training program."

* "arrangements be made for classroom assistants to receive undergra credit for the training course..."

how about you?

SUGGESTIONS FROM YOU IN THE COMMUNITY

tear out & mail to:

Mr. F.I. Carnew
Assistant Deputy Minister
Programs & Evaluation Branch
Department of Education
Yellowknife, N.W.T.
X1A 2L9

SLAVEY ADDENDA

This exercise is like a paradigim and is good for students that have problems with their phonics. The students have to put the right word with the letter in the box, to see how many words he can write.

____ah	____o	s	ɡ	d
____oga	____olǫ			
____lụą	____ene			
____híh	____ah			
____ih	____ezǫa			
____ámba	____eh			

Example

green operation	tli (dog)	kǫ́ę́ (house)	edıhtł'éh (book)
(se) my	se tlı my dog	se kǫ́ę́ my house	se edıhtł'éh my book
(ne)	ne tlı your dog	ne kǫ́ę́ your house	ne edıhtł'éh your book
(go) their	go tlı their dog	go kǫ́ę́ their house	go edıhtł'éh their book

Paradigms

nouns	ke (shoe)	tthi (head)	tsah (hat)
his) me-	meké	metthí	mets'ah
your) ne-	neké	netthí	nets'ah
my) se-	seké	setthí	sets'ah
their) go-	goké	gotthí	gots'ah

noun	Koe	Jih	Ts'ah
me-	mekǫ́ę́	mejih	mets'ah
ne-	nekǫ́ę́	nejih	nets'ah
se-	sekǫ́ę́	sejih	sets'ah
go-	gokǫ́ę́	gojih	gots'ah

action words

	shétį (eat)	k'echí (crawl)	zháekah (jump)
I)-h-	shéhtį	k'ehch'í	zháehkah
you)-ne-	shénetį	k'enech'í	zháenehkah
they)-ge-	shégetį	k'egech'í	zháegehkah
someone)-ts'e-	shéts'etį	k'ets'ech'í	zháets'ehkah

Tatsǫ́ (From J. Neyelli Tape)

Faa yahnįts'ę́ tįch'ádíi ne k'e nádé dánéht'é sį́į dene k'ę́ gokede. ʔįt'á kút'a gúlú łátats'urudé kedi. ʔeyii t'á tatsǫ́ gogha k'áawee hįlį ʔasį́į gogha nį́kenįla, ʔasį́į łǫǫ nį́kenįla są́ą́ ʔekíhóoyį́į dasį́į ʔetł'étú kaní gots'ę ʔeyii są́ą́ tatsǫ́ ʔeyii dene nezǫ hale gha redi. Det'ǫne k'į́nanedé sį́į ʔadeyóné ʔetł'étú t'á yáyerįtł'é są́ą́ nezǫ ʔagole gha redi, tł'áahǫǫ dedįne súrí nezǫ ʔaderį́lá. Det'ǫne gogha dzá ʔǫt'e t'á są́ą́ yenáhtǫǫ kakedi "Tatsǫ́ goʔǫ́ gǫyǫ t'á kút'a ts'eredé gha nį́dé t'éé kǫ́ sį́į t'éé zhúwé t'á ʔats'ule gháré dats'uchu nǫ́ kedi. T'á dene ke kút'a keredé gha kúyee tatsǫ́ dakachú. Dene ke tatsǫ́ t'éé yíí kedéhchú hįlé tatsǫ́ ʔetł'étú t'á datł'é hįlé ʔadeyóné denįtł'é ʔajá - ʔįt'á tatsǫ́ hích'é dúwé. Yéé det'ǫne ʔadeyóné yáadenį́yú, gots'ę dene ke ʔadeyóné yech'á yáajekedį́hwe kagújá t'á dúhdzęę gots'ę́ ʔadeyóné tatsǫ́ kedezene.

(Transcribed by Laura Tutcho from a tape by Johnny Neyelli, Fort Franklin.)

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	shétɬ	k'etle	nádhe
ɦ	shéhtɬ	k'ehtle	náhthe
ne	shénetɬ	k'enetle	nánedhe
ge	shégetɬ	k'egetle	nágedhe
ts'e	shéts'etɬ	k'ets'etle	náts'edhe

action

This is what we hearned in our Slavey program. There are different ways of learning the words "eat" and this is just a few of them that we did. The first one is I am eating, the second is we are eating, the third one is they are eating. It goes like that for all of them, the present, the past and optative, but saying it in different ways and spelling it different.

	Present	Past	Optative
"one"			
I	shéhtɬ	shéehtɬ	shéohtɬ
you	shénetɬ	shéɬtɬ	shéǫtɬ
he	shétɬ	shéetɬ	shéotɬ
someone	shéts'etɬ	shéts'atɬ	shéts'utɬ
"Two"			
we	shíítɬ	shéthítɬ	shéútɬ
you guys	shéahtɬ	shéahtɬ	shéahtɬ
they	shégetɬ	shégeatɬ	shégeutɬ
someone	shéts'etɬ	shéts'atɬ	shéts'utɬ
"Three"			
we	shéízheh	shethízheh	shéúzheh
you guys	shéahzheh	shéahzheh	shéahzheh
they	shégezheh	shégeazheh	shégeuzheh
someone	shéts'ezheh	shéts'azheh	shéts'uzheh

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	Present Tense	Past Tense	Optative Tense	Customary	Customary Past	Customary Optative
Singular						
	nadehtła nadi̯tła nadetła nats'edetła	nadéehtłah	naduhtła	nadehtłe	nadéehtłe	naduhtłe
Dual						
	nałéhdítthi nałéhdahtthi nałéhgedetthi nałéhts'edetthi					
Plural						
	nagodíídhi nagodahthi nagogedehthi nagots'edehthi					

*

We found words that have sounds of the Slavey Alphabets.

? - ?ah	l - libó	w - éwo	a - amá
b - beh	ł - łue	x - xoh	e - ke
d - dene	m - mi̯h	z - gozóo	i - dih
g - gah	n - nóda	y - haye	o - so
h - hah	r - líbarí		u - ts'u
j - jih	s - sah		
k - ko̯o̯	t - teni		

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ts	- tsá	gh	- egha	ts'	- ts'ah	ụ	- dlụą
ch	- chi	k'	- k'ahe	zh	- zhah	ą	- dlụą
ch'	- ch'oh	nd	- ndu	tth'	- tth'ih	ę	- tę
dh	- edhéh	sh	- shíh	tth	- tthe	į	- dįį
ddh	- ehddhah	th	- tha	tł'	- tł'uh	ǫ	- golǫ
dl	- dlóo	tł	- tłį				
dz	- medzih	t'	- t'a				

Alphabet List (vowel and consonant)

(a)	(b)	(d)	(e)	(g)
abá	bebía	dene	ʔelá	gonezụ
amá	libó	dechį	ʔehtsụ	goch'á
azhíí	líbarí	dih	ʔehts'ę	gugúh
	líbal	dįį	ʔehddhaa	gowú
		deh	ʔetthę	
		détí	ʔehdzoo	

(h)	(k)	(l)	(m)	(n)
hóo	kǫ	líba	móla	nóda
húle	kǫę	ladá	mįh	nezụ
hįlé	ke	lidí	minié	nátse
hóno	kǎa		máhsi	neké
hah			metselé	nódee
			meké	nihts'i
				nįhbáa
				naambaa

p	f
pícho	feda
peva	fa
pah	fǫ
	fe
	fela
	fí
	fetį

(o)	(s)	(t)	(u)	(x)	(y)	(z)
ǫki	sah	ti	tl'uh	xǫ́o	yahtı	zhú
k̓oh	setá	teni		xah		zhats'ehti kǫ́ǫ́
	sedené	teneh				zhah
	sadzeé	tatsǫ́				zhá
	sedzeé	tai				
	satsǫ́	tu				
	sa					
	so					

Writing Double Consonants

(mb)	(ch)	(sh)	(nd)	(gh)
embeh	choh	shíh	ndu	gháenda
embelih	cho	sháh		gha
		shę́tí		

(dh)	(th)	(tth)	(tth')	(?)
ʔedhéh	thę́	tthah	tth̓ih	ʔah
	theda		tth̓á	ʔe
	thetı			ʔa
	the			ʔa

DOGRIB ADDENDA

Dogrib Paradigm

	dahchi	ti	dechike
se	sedahchi	seti	sedechike
ne	nedahchi	neti	nedechike
wo	wodahchi	woti	wodechike
ge	gedahchi	geti	gedechike
go	godahchi	goti	godechike

Possessive forms using se = my, ne = your, wo = his/her, ge = their, go = our, and the words dahchi = chair, ti = daughter and dechike = rubbers.

	ts'egodi	yahti	datlo
h	ts'egoehdi	yahti	daehtlo
e, a	ts'egoedi	yanehti	datlo
ge	ts'egogedi	yagehti	dagetlo
ts'	ts'egots'edi	yats'ehti	dats'etlo

Pronouns h = I, nasal e/a/ne = you, ge = they, ts' = we and the words ts'egodi = awake, yati = pray and datlo = dance.

denake gonde si kut'a ehkw'i hagedi masi ne
newhǫ. ehkwi hagedi hode hǫt'e. eko
jǫ ahyį ts'ǫ t'anawo si hayǫ wek'e ahsǫ,
jǫ gozhi ahkw'o siayi si horila hats'edi.

ayit'a horila hats'edi ekaigwǫ. k'ak'o
dek'ǫ le adza edza chi akanaįtso eka nahawo
nįde hoti nǫhtsį wonahwi di ha ahyi zǫ ha
wek'edzǫ le.

edaidzęk'e dǫ woghayati dǫ
edaidzę ǫɹeshi hlǫ le įle. edaidzę k'eko
hayati ko done gha yatile wek'aahsǫ soni.
eko įde hwa hogǫ gots'ǫ ekanahowo hwile.
ko horila ha ts'edi si, horila ha ts'edi.
si horila ekanahowo ha nide
nǫhtsį wenats'edi le ko.

An example of Dogrib Words
beginning with the consonant ł:

łekǫ	delicicous
łedi	taste
łe	flour
łǫ	many
łǫle	little bit
łǫtǫ	nine
łedį	baking powder
łet'é	bannock
łek'a	he is fat
łet'ewi	bread

CHIPEWYAN ADDENDA

These are the helping sounds that will help you out. If you don't hear one of these sounds in the word you would know they are wrong.

	Present	Past	Future
Singular			
I 1.	s, i.	o = th ni	w
you 2.	ne, nasalization	ge = ghe	
he/she 3.			
Dual			
(z) we 1.	íd	One of these sounds should be used somewhere in the word.	You should hear the "w" sound when the word is spoken.
(z) you 2.	uh		
(z) they 3.	he		
Plural			
(pl) we 1.	dá + íd		
(pl) you 2.	dá + uh		
(pl) they 3.	dá + he		

		Present Imperfective	Past Perfective	Future Optatives
Singular				
I	1.	násther	nághidher	
you	2.	náiḑher	nághịdher	nawụdher
he/she	3.	nadher	nághịdher	
Dual				
(z) we	1.	naíddher	nághídher	
(z) you	2.	nohder	nághuhdher	náwuhdher
(z) they	3.	náhedher	náheghịdher	
Plural				
(pl) we	1.	náhidé	nághídé	
(pl) you	2.	nóhdé	nághuhdé	náwuhdé
(pl) they	3.	náhedé	nághídé	

TUKTOYAKTUK ADDENDUM

BEGINNING SYLLABLE LETTERS FOR TUKTOYAKTUK

Heavy K sound letters that sound like letter Q

Karlik - pants
Kitaujak - dress
Kilamik - hurry up
Kijuk - wood
Kilik - tie

Letter K words that sound like letter G words

kamik - boots
kanguq - goose
kautaq - hammer
kiputik - scissors
kijutit - teeth
kiinaq - face
kumak - lice
kunik - kiss
kukik - nail

Words with M beginning sounds

mannik - egg
makuck - mud
makpiak - paper
mukpak - ball
mukpaujak - bread

Words with N beginning sounds

napaktuk - tree
natik - floor
namun - where
niKi - meat
nigivik - table

Words with P beginning sounds and all letter P words are pronounced like the letter B

piujak - toy
pipsi - dryfish
pingasut - three
pamiak - tail
panik - daughter
patik - marrow

Words with S beginning sounds

savik - knife
savak - work
sananguavik - sewing shop
siku - ice
sinigvik - bed
sitamat - four
suna - what
suvak - fish eggs

All letter T words are pronounced like the letter D. Words with Dee beginning sounds

tikiK - thimble
timmijuvaK - plane
timmiak - bird
tupilak - devil
tunnuk - caribou fat
tariuk - salt
talik - arm
tallimat - fine

LOUCHEUX ADDENDA

Vocabulary

There are 49 consonants in the Loucheux language.

Consonant	Word	Word Meaning
tl	daatlih	soap
dl	dlak	squirrel
tl'	tl'yahiival	swing for baby
t	taii	dog
l	lidii	tea
t	too	night
d	daagoo	ptarmigan
t'	t'eh	feather
tth	tthak	all, every
ddh	ddhah	mountain
tth'	tth'oh	boulder
th	thoh	belt
dh	ddhoh	skin
ts	tsuk	marten
dz	dzah	muskrat
ts'	ts'iivii neech'uu'	spruce bark
s	san'	star
z	nich'it zu'	cute young girl
tr	troo	fire wood
dr	drii'	heart
tr'	tr'il	fish wheel
sr	shrii	knife
zr	denidizri	ripe berries
r	ezhir'	big bull moose
ch	chii	rock
j	jak	berries
ch'	ch'ik	plate, dish
sh	shin	summer
zh	zhoh	wolf
tsh	tzahtshi'	rat, tail
dzh	dzhii	bird
tsh'	tittsh'it	I'll stretch it
K	tsee Kah'	beaver house
g	nilii gaii	dry meat
k'	k'aii	willow
kh	khah	pack sack
h	shrii haa	with a knife
gh	vichiighaii	his brains
ghw	tyuu ghwaii	rough ice
kw'	kwan	fire, matches
nh	vanh	morning
gw	gwandak	story

m	maasii	thank you
v	vit	lake trout
n	nin	game animals
ncl	ndee ehdan'	blindness
nj	njuv	island
y	yinahin	he sees her
'	taa'aii	paddle

There are 30 vowels in Loucheux.

Vowel	Word	Word Meaning
i	shin	summer
ii	shrii	knife
ih	tr'ih	boat
i'	shiti'	my father
ii'	edrii'	heart
e	gwiyendoo	jackfish
ee	neekaii	two
eh	geh	rabbit
e'	giinhe'	you spoke
ee'	tsee'	beaver
o	shagwot	my knee
oo	troo	firewood
oh	k'oh	cloud
o'	aghoo'	tooth
oo'	aghoo'	egg
uu	chuu	water
u	tsuk	marten
u'	treechu'	tears
uu'	ts'iigyuu'	rhubarb
aa	naagaii	beads
a	dzah	muskrat
ah	dah	blood
a'	aha'aii	it lies
aa'	taa'aii	paddle
aii	aii dinjii	that man
aih	taih	hill
ai'	shakai'	my foot
aii'	daii'	black fly
eii	vitsheii	her grandchild
ao	gaonyuu	I expect, guess

"CH" Series

ch	choo	big
	chuu	water
	chyáh	mattress
	chaa	boy
	chii	rock
	shicheii	my grandchild
j	jii	this one
	jidii	what?
	jak	berries
	jirh	mitts
	jijuu	grandmother
	ejeii	scard
	goraajaii	slippery
ch'	ch'ik	plate
	ch'ii	mosquitoe
	nich'it	girl
	dinnch'uu	it is
	ch'ih	sinew
sh	shii	me
	shin	summer
	shoh	black bear
	shih	grizzley
	shoondee	my older brother
	shaa	my brother-in-law (man's word)
zh	zhoh	wolf
	zhoh	snow
	zheh	house
	zheekak	heaven
y	ye'cenji'	way up the river
	yuhkee	northern lights
	yudii choo	big dipper
	yuk dii tsal	little dipper

"K" Series

k	koh	cough
	kaiitrih	moccasin
	akah	he's paddling
	ako'	now
g	geh	rabbit
	goovannuu	you tell them
	guyuu	worm or snake
	ga'oonahtan	teacher
k'	k'il	dry willows
	k'ii	birch bark
	k'áii	willow
	k'in	fish eggs
	k'oh	clouds
	sha k'oh	my neck
kh	kheh	goose
	khah	packsack
	khah	club
gh	vichiighâii	his brains
	vagho	his tooth
	aghoo	egg

"KW" Series

kw	kwan'	matches, fire
gw	gwiiyendoo	most
	shagwat	my knee
k'w	k'áii k'was	skinny red willow
khw	nakhwan	us
ghw	shiyoghwan	my father-in-law (men's only)
	łuu ghwaii	rough ice
	taa'aih	paddle
	nuuzri'	name
	aih	snowshoe
	sha'áii	my snowshoe
h	han	river
	sha hank	my mother
	hanah	you
	taih	little hill (treeless)
	aha (a^{h})	he's walking along
n	neegoo	fon
	nuuzri	name
	nich'it	girl
nd	shindeé	my eyes
	ndee ehdann	blindness
	oon doo	further
nj	njuu	island
	njaa	black duck with white wings
	anjoo	middle age +
ng	daang	four

"TL" Series

tl	daatlih	soap
	vitlee'	his knee cartilage
dl	dlak	squirrel
	dluk	she's cold
	adlah	she's laughing
tl'	tl'oo	grass
	tl'yah	string
ł	łuk	fish
	łaii	dog
l	lidii	tea
	lesee	salt
	nilii	meat

"T" Series

t	taii	trail
	tik	three
	too	night time
d	doo	driftwood
	daanq	four
	dinjii	man
t'	t'oo	cottonwood
	aat'oo	birch tree
	t'aih	strength

"TTH" Series

tth	tthak	all, everything
	tthaa	ground squirrel
	tthak	awl
ddh	ddhah	mountain

tth'	tth'an	bone
	nijih tth'ak	I hear you
th	thoh	belt
	than'	alone
dh	adhoh	skin
	ahiindii	sit down

"TS" Series

ts	shitsuu	my grandmother
	tsaih	red ochre
	shi tsii	my grandfather
dz	dzan	muskrat
	aadzoh	dancing
	azih	spruce gum
ts'	ts'at	blanket
	ts'iivii	tree (spruce)
	ts'eh	cap
s	san'	star
	soogaii	sugar
z	nichit zu'	cute girl
	nizii	its good
	srii zaii	crooked knife

"TR" Series

tr	trih	edible roots
	troo	fire wood
	nehtruh	wolverine
	truh	otter
	treh	he's crying
dr	drin	day
	drah	stage
	edrii'	heart
	edrit	shin bone (front part)

tr'	tr'iinjoo	woman
	ahtr'eih	its windy
	tr'ihchoo	boat
	qwitr'it	work
	tr'ah	bushy place
	qwahtr'i'	he's jealous
sr	shrii	knife
	sruh	coney
	dohsroo	canvas, cloth
	srah	hook for kettle
zr	daazraii	swan
	gwazraii	darkness
	arih	only
	nizrih	slush ice
	nuuzri'	your name

"V" Series

v	van	lake
	vadzaih	caribou
	vinli'	his hand
b	beebii	baby
m	mahsi'	thanks
	amaa	mom